

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here: <div style="display: flex; justify-content: space-around;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center Grants Administration</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div> </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Harris County Department of Education	101-000		
Vendor ID #	ESC Region #	DUNS #	
74-6001215	IV	188326151	
Mailing address	City	State	ZIP Code
6300 Irvington Blvd	Houston	TX	77022-5618

Primary Contact

First name	M.I.	Last name	Title
Avice		Chambers	CASE for Kids Asst. Director of Programs & Administration
Telephone #	Email address		FAX #
713-696-1341	achambers@hcde-texas.org		713-696-1340

Secondary Contact

First name	M.I.	Last name	Title
Lisa		Caruthers, Ph.D.	CASE for Kids Director
Telephone #	Email address		FAX #
713-696-1336	lcaruthers@hcde-texas.org		713-696-1340

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
James		Colbert, Jr.	County School Superintendent
Telephone #	Email address		FAX #
713-696-0715	jcolbert@hcde-texas.org		713-696-0723

Signature (blue ink preferred)

Date signed

3/23/16

Only the legally responsible party may sign this application.

701-16-102-077

Schedule #1—General Information (cont.)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): N/A

End date (MM/DD): N/A

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and Centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy (ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview: There is a growing recognition that afterschool is not just important for elementary-aged students but also for older youth whose involvement in afterschool can help connect them to positive role models and engage them in education, at a time when they are most likely to disconnect from school (Wallace Foundation, 2010). While it has been evidenced that high quality afterschool programs can significantly improve older youth's academic performance, behavior, and attendance, youth from urban, low-income and minority families are most likely to have limited to no access to high quality afterschool programs (Afterschool Alliance, 2015). It is critical to address this lack of access as research suggests that afterschool programs have high potential to support graduation and postsecondary success. This is especially important as dropout rates continue to grow among low-income minorities. According to a 2013 study by the National Center for Education Statistics, low-income students fail to graduate at five times the rate of middle-income families and six times that of higher-income youth.

Community Need: With over 4.1 million residents, Harris County is the nation's third largest county and the most populous area in the state. It surrounds part of 37 local municipalities including Houston, the nation's fourth largest city. School-aged youth between the ages of 5-18 make up 27.1% (1.1 million) of the residents. According to the Afterschool Alliance 2015 Afterschool by the Numbers in Texas report, only 18% (800,638) of school-aged students across the state have access to afterschool programs, including those participating in current 21st Century Community Learning Centers. Based on the Texas Education Agency 2015 dropout rate data, the dropout rate is estimated to be 1.7% across Harris County and 1.9% among at-risk students in Grades 7-12; higher than the state dropout rate of 1.6%. Of the more than 924,000 students in Harris County and surrounding areas, 59% of students are classified as economically disadvantaged (Texas Academic Performance Reports, 2014-2015) and 61% of youth are classified as at-risk (Children At Risk, 2015). With these factors in mind, Harris County Department of Education requests 21st Century Community Learning Center (CCLC) funding to provide high quality afterschool programs to low-income, at-risk middle and high school students who are most in need of academic assistance at 10 campuses across Harris County, Texas.

HCDE/CASE for Kids: Harris County Department of Education (HCDE) is a 127-year old, local governmental agency dedicated to supporting Harris County by enriching educational opportunities and providing value through services. Through its Center for Afterschool, Summer, and Enrichment (CASE for Kids) division, HCDE strives to enhance program quality, build relationships and expand resources to support programs and practitioners, and raise awareness of the Out-of-School Time field in Harris County. CASE for Kids has successfully administered 21st CCLC Cycles 1- 6 and currently supports Cycles 7 and 8. In the upcoming year, CASE for Kids is on target to serve approximately 4,500 students at 30 comprehensive afterschool programs; 90% of the programs will serve predominantly elementary-aged students. As a result, local superintendents have requested that HCDE prioritize afterschool programming for older youth needing supplementary academic support and behavior intervention.

The CASE for Kids Texas ACE Proposal: HCDE-CASE for Kids, in partnership with nine local education agencies (Aldine, Alief, Clear Creek, Humble, Galena Park, Pasadena, Spring, Sheldon Independent School Districts and Southwest Schools charter system), propose to serve a minimum of 820 students and 400 parents through high quality comprehensive out-of-school time programs at 10 Centers. This program will address academic and social gaps for older youth in low-income communities across Harris County through intentional project-based activities that promote academic skill mastery, social emotional learning, youth leadership, college exploration, and family engagement. Based on longstanding relationships, the governing boards of partnering school districts and charter school have committed to work with CASE for Kids to sustain programs beyond the life of the grant. CASE for Kids' goal is to maximize these investments by implementing sustainable strategies for programs that serve middle and high school age youth. CASE will document the success of the CASE for Kids proposed model and use it to promote the need for continued investments in older youth programming by multiple stakeholder groups and garner future support.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The CASE for Kids Model: Preliminary needs assessments of selected campuses indicate that students have limited access to academic support and enrichment activities beyond the classroom, and need positive behavior reinforcements and meaningful exploration of life beyond graduation. Based on the selected sites' most recent STAAR data, students tested below state standards in all core subjects except math. Students appear to struggle the most in writing, with 61% meeting the standard, and in social studies, with 59% meeting standards. The state standard in both subjects are 72% and 78%, respectively. The assessments also show a gap in tutorials based on limited funds to serve more students and offer regularly scheduled tutorials year round. Additionally, there are challenges with meeting the need to engage parents in their child's learning experience for improved outcomes.

The CASE for Kids 21st CCLC Cycle 9 program will integrate social emotional learning (SEL) research-based practices with proven success at improving academic performance and decreasing at-risk behaviors (low attendance, juvenile referrals, dropout, etc.) that align with the school day and factor in the youth development needs of older youth. Centers will recruit students based on academic and behavior needs and participate in activities based on their individual academic gaps and personal interests.

The overall program is designed to create a safe and inclusive environment for older youth and their families to strengthen core competencies needed for success in school and future careers.

Texas ACE Four Core Components

- **ACADEMIC ASSISTANCE** – The CASE for Kids **Learning Lab** features structured homework help, tutorials and Academic Clubs. The homework help system is led by certified teacher and holds all stakeholders (teachers, students, and parents) accountable for student success. Tutorials will include the integration and expansion of existing campus tutorials made possible through Title I/Compensatory Education funds. Academic Clubs are hands-on academic activities that are TEKS aligned to core subjects that focus on skill acquisition and mastery and reinforcing school day learning concepts, and will be designed based on identified students' academic gaps identified in the needs assessment, including a priority on writing and social studies.
- **ENRICHMENT** – The CASE for Kids **Social and Emotional Learning (SEL) Enrichment** activities are fun and engaging experiences selected based on student interest chosen from a menu of providers trained in the integration of SEL learning strategies into their content area of expertise (i.e. robotics, arts, sports, etc.). SEL training better prepares the provider to work with older youth and foster growth in the following SEL core competencies of self-awareness, self-management, social awareness, relationship management and responsible decision-making, to improve youth behavioral outcomes and overall success.
- **WORKFORCE READINESS** – The CASE for Kids, **Kids' Day Series**, is a college & career readiness project-based learning program that has curricula aligned to the Texas House Bill 5 career tracks. Kids Days allow students to explore different careers, be mentored by professionals in related fields and participate in culminating events that showcase students' accomplishments. The **Youth Ambassadors** program recruits youth leaders at each Center to provide input in their afterschool program design, participate and lead service learning and community service projects for their campus, and serve on a grantee-wide Youth Council.
- **FAMILY AND PARENTAL SUPPORT SERVICES** – The CASE for Kids **Parents Promote Learning** program includes activities linked directly to student learning by providing parents with the tools necessary to foster growth in both themselves and their child(ren).

The program elements align the critical success factors outlined in the Texas ACE Blueprint to the identified needs of the students and families of the selected campuses. All activities will meet TEA's requirement of 45 minutes in length. To ensure high quality implementation, CASE for Kids' experienced 21st CCLC Quality Support Team (Project Director, Family Engagement Specialist, Compliance Program Manager, Curriculum Specialist, and Data Specialist) will provide grant oversight, direct program support and technical assistance to all Centers. Full-time district employees will serve as the Site Coordinators to conduct daily administration at the Centers, monitor individual student needs, and integrate the program with other school-day campus activities and priorities.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-000	Amendment # (for amendments only):
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB	
Grant period: August 1, 2016, to July 31, 2017	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$120,841	\$44,909	\$165,750
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,600,000	\$1,000	\$1,601,000
Schedule #9	Supplies and Materials (6300)	6300	\$3,000	\$0	\$3,000
Schedule #10	Other Operating Costs (6400)	6400	\$18,250	\$0	\$18,250
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,742,091	\$45,909	\$1,788,000
5.263% indirect costs (see note):			N/A	\$12,000	\$12,000
Grand total of budgeted costs (add all entries in each column):			\$1,742,091	\$57,909	\$1,800,000

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements	\$	\$	\$

Administrative Cost Calculation	
Enter the total grant amount requested:	\$1,800,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$90,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher (Hired by school district)			\$
2	Educational aide (Hired by school district)			\$
3	Tutor (Hired by school district)			\$
Program Management and Administration				
4	Project director (required)		1	\$36,498
5	Site coordinator (required) Hired by school district			\$
6	Family engagement specialist (required)		1	\$37,010
7	Secretary/administrative assistant		1	\$3,000
8	Data entry clerk		1	\$5,373
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist		1	\$12,195
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Program Manager		1	\$11,282
20	Curriculum Specialist		1	\$12,195
21	Title			\$
22	Subtotal employee costs:			\$117,553
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$48,197
27	61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs			\$48,197
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$165,750

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101-000		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Aldine ISD – to implement 21 st CCLC comprehensive programming at Drew Academy & Marcella Intermediate	\$313,600
2	Alief ISD – to implement 21 st CCLC comprehensive programming at Albright MS	\$156,800
3	Clear Creek ISD – to implement 21 st CCLC comprehensive programming at Clear Creek Intermediate	\$156,800
4	Galena Park ISD – to implement 21 st CCLC comprehensive programming at North Shore 9 th Grade campus	\$156,800
5	Humble ISD – to implement 21 st CCLC comprehensive programming at Sterling MS	\$156,800
6	Pasadena ISD – to implement 21 st CCLC comprehensive programming at South Houston Intermediate	\$156,800
7	Sheldon ISD – to implement 21 st CCLC comprehensive programming at Null MS	\$156,800
8	Southwest Charter – to implement 21 st CCLC comprehensive programming at Southwest MS/HS	\$156,800
9	Spring ISD – to implement 21 st CCLC comprehensive programming at Bammel MS	\$156,800
10	Professional Development – provide frontline staff with training on topics such as cultural responsiveness, inclusion, classroom management and targeted student intervention strategies	\$10,000
11	Youth Leadership – peer mentoring and youth leadership curriculum and training materials	\$8,000
12	Student College & Career Exploration – specific grantee-wide programming centered around college & career exploration	\$7,500
13	Family Engagement – contract community service providers to implement activities and provide training to support ACE adult participants at \$500/Center	\$5,000
14	Sustainability Planning – to provide Centers with necessary training and support to assist district in creating a sustainable infrastructure to allow OST programs to continue beyond 21 st CCLC funding at \$500/Center	\$1,500
b. Subtotal of professional and contracted services:		\$1,600,000
c. Remaining 6200—Professional and contracted services that do not require specific approval: Copier lease		\$1,000
(Sum of lines a, b, and c) Grand total		\$1,601,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101-000

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$3,000
Grand total:		\$3,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101-000		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$5,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose: Selected students from each Center will attend conferences to promote youth leadership.	\$5,500
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$5,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$15,500
Remaining 6400—Other operating costs that do not require specific approval:		\$2,750
Grand total:		\$18,250

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 101-000			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			9,077	
Category	Number	Percentage	Category	Percentage
African American	2,719	30%	Attendance rate	96%
Hispanic	5,080	56%	Annual dropout rate (Gr 9-12)	DNA
White	674	7.5%	Students taking the ACT and/or SAT	DNA
Asian	264	3%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	6,675	73.5%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	1,597	17.6%	Students classified as "at risk" per Texas Education Code §29.081(d)	60%
Disciplinary placements	257	3%		

Comments

The source of data CASE for Kids used for student demographics is the 2014-2015 Texas Academic Performance Report. CASE for Kids combined numbers from the school campuses and calculated percentages for each category. Data represents the current student population of the campuses including targeted students of the proposed program. Additionally,

- Student demographics: All other races 3.5% and attendance rate calculated as average. There is insufficient data available for the dropout rate, students taking ACT and/or SAT and SAT/ACT value.
- Teacher Demographics: Mean used for central tendency in average salary values.

Student data shows strong attendance rates across the school campuses. While an increase in attendance is a positive outcome of OST programs, it is not key in identifying the targeted students. CASE for Kids is focusing on economically disadvantaged and at-risk populations in its selection process.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	221	38%	No degree	9	1.5%
Hispanic	79	13.5%	Bachelor's degree	429	72%
White	260	45%	Master's degree	145	24.5%
Asian	19	3.5%	Doctorate	13	2%
1-5 years exp.	187	35%	Avg. salary, 1-5 years exp.	\$50,744	N/A
6-10 years exp.	151	29%	Avg. salary, 6-10 years exp.	\$52,892	N/A
11-20 years exp.	125	24%	Avg. salary, 11-20 years exp.	\$55,950	N/A
Over 20 years exp.	62	12%	Avg. salary, over 20 years exp.	\$64,948	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public							41	151	232	232	82				738
Open-enrollment charter school								25	25	25	7				82
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:							41	176	257	257	89				820

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CASE for Kids maintains an afterschool landscape and biannual fiscal map that tracks multiple funding streams for out-of-school time (OST) in the Harris County region to prioritize the needs and resources for future funding opportunities. CASE for Kids regularly convenes afterschool stakeholders to assess needs, share best practices and conduct community based research. Program staff also engages in community collaborations to stay abreast of trends in the field and current research.

To prioritize the needs and resources for this proposal, CASE for Kids first assessed the current funding streams across the county and their associated requirements to determine community gaps and needs. Based on results, CASE identified a disparity between the need for afterschool programs for older youth and the amount of public and private funding dedicated to comprehensive afterschool programs for middle school and high school students. Currently in Harris County, less than 10% of the 21st CCLC Cycle 7 & 8 centers, the district administered programs and the school-based Community Development Block Grant programs serve middle and high school students. As such, CASE for Kids identified secondary students as an ideal target group for the Cycle 9 application, especially given that benefits of afterschool programming emerge as a key strategy in addressing the needs of older youth as they may begin to disengage from school.

Center Selection: To select proposed Centers, HCDE announced its plan to submit a collaborative application for the Texas 21st CCLC grant program to Harris County area school districts. Through emails and website posts on the CASE for Kids' website www.afterschoolzone.org, districts were invited to attend a meeting on February 11 to discuss the application process. At the meeting, CASE reviewed grant guidelines, campus eligibility, targeted students and funding requirements. Following the meeting, 20 campuses from 12 districts/organizations submitted an *Intent to Participate* form, a *Campus Profile* and their 2014 *Texas Academic Performance Report* (TAPR). Using the campus data submitted, CASE for Kids selected 10 campuses to participate in the Cycle 9 Texas ACE Program based on the following criteria:

- Serve middle/high school students
- 70% or more Economically Disadvantaged
- High % At-Risk Students
- Campus not previously awarded a Texas ACE Program

Selected campuses represent diverse populations and needs across Harris County, with student profiles ranging from urban to rural with large economically disadvantaged and minority populations. All campuses qualify for school wide intervention services under Title I, Section 1114. According to the combined 2014 Texas Academic Performance Reports, 73.5% of students are economically disadvantaged, 60% are at-risk and 89% are minorities.

Identifying/Prioritizing Needs and Aligning Activities: Based on the Campus Profile that each center submitted, CASE for Kids prioritized the identified needs. The common needs that emerged included support for academics, enrichment, behavior, career exploration and family engagement. To complete the Campus Profile, campuses reviewed objective performance data, Campus Improvement Plans, and current services and resources to identify assets and gaps in meeting the needs of students and their families. CASE for Kids then convened the selected centers on February 25, 2016 to garner input on proposed program design to ensure that the design aligned district priorities and addressed gaps across all centers. Based on the feedback provided, evidence-based research and CASE for Kids' 17 years of proven success in developing and managing afterschool programs, the proposed program design was created. The proposed program design aligns activities to the each identified need, supplements existing campus resources to complement school day curriculum, trains staff and vendors in social emotional learning research based strategies, and monitors and improves program quality through site support and assessments.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	In addition to the <i>Learning Lab's</i> structured homework help and coordinated tutorials, Centers will offer project-based academic clubs related to core academic subjects. Clubs will specifically align to the needs of targeted students, focus on skill mastery and reinforce learning concepts. Centers will place students in clubs based on their individual needs. Certified teachers will deliver tutoring and homework services to ensure consistency with the school day.
2.	Improve Behavioral Outcomes	The CASE for Kids program will offer a menu of diverse enrichment activities provided by teachers and vendors with content expertise. Center staff and vendors will receive training on the integration of <i>Social and Emotional Learning (SEL) Enrichment</i> strategies to foster growth in the following core competencies: self-awareness, self-management, social awareness, relationship management and responsible decision-making.
3.	Increase College and Career Exposure	Through the <i>Kids' Days</i> series, students will explore college and career paths that align with Texas House Bill 5 career endorsements. The Kids Days series is a college and career readiness curricula, developed by CASE for Kids, which collaborates with industry experts, local corporations and nonprofit organizations to provide project-based activities that focus on skills development and integration of mentors. Culminating events include college tours and job shadowing.
4.	Foster Youth Leadership	The <i>Youth Ambassadors</i> program will create opportunities for student voice to remain at the forefront of programming. Centers will appoint youth ambassadors to provide input on program activities and plan community service learning projects. Selected members from each Center will serve on a grantee-level Youth Council. Additionally, centers will recruit peer mentors. The Youth Ambassadors program guides youth in preparing presentations and allowing them to deliver their very own workshop at a leadership conference.
5.	Promote Family Involvement in Student Learning	The CASE for Kids' <i>Parents Promoting Learning</i> project will design and plan activities to train, network, and support parents to best enable their child's success. The program will offer opportunities for parents to receive ESL, GED certificates, parenting classes, conflict resolution, computer literacy, and financial literacy training. Centers will provide activities that promote parent involvement by linking parent activities to existing student activities so that parents and students can interact together within the program.

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Schedule #14—Management Plan

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Jesselyn Allen, has 9 years of experience administering federal/state grants, including 7 years successfully overseeing Texas ACE projects with Cycle 6 and 7 grants.
2.	Compliance Program Manager	Michelle Amos, has 19 years of experience in afterschool, education, budget monitoring and grant administration, and has successfully managed Cycles 6, 7, and 8.
3.	Family Engagement Specialist	Qualified candidate will possess a 4-year degree from accredited college; direct experience working on projects that engage adult family members in school settings; and familiarity with assessing barriers and developing solutions to increase participation.
4.	Curriculum Specialist	Qualified candidate will possess a 4-year degree and valid teaching certificate with direct experience planning, designing and implementing TEKS-aligned curriculum and lessons.
5.	Site Coordinator(s)	Qualified candidates will possess a bachelor's degree or relevant experience; ability to create TEKS-aligned activities; lead planning process; collect/enter data into a data management system; and experience with similar initiatives.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	80% of ACE regular students served will make positive gains in areas most in need of academic assistance	1. Determine campus academic priorities	08/01/2016	08/05/2016
		2. Recruit students most in need of assistance	08/29/2016	Ongoing
		3. Tailor services to targeted students in need	10/01/2016	06/30/2016
		4. Assess student data periodically	12/06/2016	07/12/2017
		5. Modify activities based on student progress	02/03/2017	06/07/2017
2.	70% of ACE regular students will improve in school day behaviors as shown by school-day teacher survey or behavior referrals	1. Allow students to select enrichment activities	08/01/2016	08/26/2016
		2. Train selected staff/vendors in SEL strategies	08/29/2016	07/12/2017
		3. Integrate SEL strategies in lesson plans	10/03/2016	07/13/2017
		4. Observe activities and student engagement	10/03/2016	05/13/2017
		5. Evaluate student behavioral outcomes	02/03/2017	06/07/2017
3.	90% of ACE regular students will report increased confidence in in career maturity indicators	1. Gauge student HB5 career/college interests	09/06/2016	07/12/2017
		2. Expose students to 2-3 careers per HB5 track	09/06/2016	07/12/2017
		3. Train teachers in Kids' Day model	09/06/2016	07/12/2017
		4. Plan & implement grantee-wide college tour	10/01/2016	07/12/2017
		5. Plan & implement grantee wide Kids' Day event	05/22/2017	07/12/2017
4.	90% of ACE regular students will demonstrate improved social emotional learning (SEL) skills	1. Create Youth Ambassador Council	08/29/2016	09/09/2016
		2. Provide peer mentor training to students	09/06/2016	07/12/2017
		3. Implement student-led service learning activity	10/03/2016	07/12/2017
		4. Convene Ambassadors grantee-wide quarterly	11/01/2016	07/12/2017
		5. Prepare students for OST conference	02/01/2017	07/12/2017
5.	90% of ACE parents served will report improved readiness to support their students' academic success	1. Conduct parent interest surveys	09/01/2016	07/12/2017
		2. Develop & implement Center engagement plan	09/06/2016	07/12/2017
		3. Host parent training series	02/03/2017	06/07/2017
		4. Launch family-based leadership project	03/01/2017	06/30/2017
		5. Evaluate satisfaction of adult participants	03/01/2017	04/15/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitoring: CASE for Kids fosters a 'culture of compliance,' where grant goals, objectives, rules, and requirements are routinely monitored and discussed. CASE for Kids has a full-time Compliance Manager who monitors implementation of all grants. The Compliance Manager oversees an internal project plan, which includes: (1) outlining grant-specific compliance procedures and processes; (2) defining staff roles and expectations (including center staff); (3) creating data collection plan and timeline in coordination with the independent Evaluator; (4) conducting compliance and quality improvement site visits to provide feedback and make program adjustments as needed; and (5) developing a plan for follow-up and technical assistance to ensure program improvement.

Networking and Feedback Meetings: CASE will coordinate a series of meetings to communicate grant deadlines, discuss issues in relation to implementation, and gather feedback from collaborating parties. Internal weekly meetings are held with CASE for Kids staff to monitor the progress of grant goals and objectives and review TX21st data. Monthly project meetings will allow CASE staff and district-based Site Coordinators to network, discuss successes/challenges, review project goals and objectives and provide Center updates. Site coordinators are also responsible for hosting monthly Center-based staff meetings.

Communications: CASE ensures its written compliance procedures and processes align to TEA guidelines and are shared with district personnel through annual updates of the CASE for Kids Manual, which is available online via CASE's, www.afterschoolzone.org. All adjustments are added as amendments and site staff receives immediate notification of changes via email. Center-level changes are communicated through newsletters, phone calls, flyers, and parent handbook to students, parents and community members. Any areas of concern are addressed through action plans, follow-up visits and formal Performance Improvement Plans.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CASE for Kids has a successful history of leveraging public and private funding to build OST capacity and promote sustainability. Since 1999, HCDE's Board of Trustees has committed to contributing tax dollars to support afterschool programming. CASE for Kids currently provides funding for over 25 elementary school-based programs and 100 for-profit/nonprofit vendor projects through foundation, local, and federal dollars. CASE for Kids has successfully received \$30 million in funding from Houston Endowment, Texas Workforce Commission (Child Care Development Block Grants), and local corporations over the past five years. Recently, CASE for Kids mobilized the local community in an effort to raise awareness of the need for dedicated funding for afterschool. These efforts led to City of Houston investments of over \$1,000,000 to nonprofit organizations providing afterschool projects within the City of Houston for the past two years. For this application, HCDE's Board of Trustees and the boards of all nine partnering districts/charter systems have committed to support sustainability efforts beyond the life of the grant. CASE for Kids will work with its Board to formalize partnerships for sustained investments, with a priority on investments in older youth. CASE for Kids' Director currently serves on the advisory board of BridgeUp at Menninger, a fully funded six year initiative to invest in integration of preventive mental health activities into afterschool programs that support older youth. The goal is to align efforts to support the CASE for Kids proposed Centers.

At the Center level, Site Coordinators will receive training on how to identify and leverage funds and community resources, as well as how to diversify program support. CASE has successfully led previous 21st CCLC Centers through sustainability planning and guided programs in developing benchmarked plans to implement beyond the grant period. Currently, 70% of CASE for Kids 21st CCLC Cycle 5 & 6 sites have maintained afterschool programs since grant completion. Center staff and members of Community Support Groups will learn strategies to engage diverse supporters from their own communities who can become local advocates. The CASE for Kids' Sustainability AmeriCorps VISTA will assist with facilitating cross-center engagement meetings focused on sustainability of the Texas ACE programs.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Formal Site Observations	1.	Program fidelity of implementation
		2.	Activities offered based on TEKs aligned lesson plans that address needs
		3.	Positive staff engagement and student leadership
2.	Surveys	1.	Increased student perception of self, school and career maturity
		2.	Increased parent perception of program, school and student engagement
		3.	Improved teacher perception of student behavior during school day
3.	Data Review	1.	Improved student grades, STAAR scores and attendance
		2.	Increased student promotion/graduation rates
		3.	Decreased student behavior referrals
4.	Focus Groups	1.	Best practices of program design, support and delivery
		2.	Increased satisfaction of program quality from key stakeholders
		3.	Success stories of impact of afterschool program on key stakeholders
5.	Reflective Assessment	1.	Effective organizational policies, procedures and documentation
		2.	Site coordinator satisfaction in level of grantee support
		3.	High quality of instruction and program delivery

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The independent Evaluator will apply qualitative and quantitative data collection methods to gather information for reporting on the required performance measures, assess program performance for the annual evaluation, and provide a robust formative evaluation to identify and correct project challenges. To collect quantitative student performance data, the Evaluator will utilize HCDE's established relationships with the accountability departments of the school districts/ charters to obtain student grades, school-day attendance, district benchmark pre/post assessments, and STAAR/EOC results in accordance with FERPA guidelines. The Evaluator will also create surveys and train program staff in the administration of stakeholder surveys. Supplemental data are collected through open-ended survey questions, focus groups and interviews. The Evaluator will share results of the final report with CASE for Kids staff at the start of each programmatic year to review findings and make program adjustments as needed for the upcoming year

The Project Director, Data Specialist and Site Coordinators will review data on a routine basis to ensure quality and accuracy. The Data Specialist will run monthly checks to review Centers' operations data, activity schedule, missing attendance, errors in student information (including social security and PEIMS numbers), the frequency of cancelled activities and accuracy of the Center level data. CASE will provide technical assistance to Site Coordinators to address any concerns/issues that arise during the periodic reviews. To encourage accountability for data entered into TX21st, CASE for Kids will train Site Coordinators to run all Center level exception reports so they can review and validate all data prior to final review at the end of the term. To further assist Centers in monitoring their progress, the Data Specialist will provide a monthly summary of each Center's overall participant counts to Site Coordinators, campus principals, and district administrators. The reports will assist Site Coordinators, with the guidance of the Project Director and district administration, to make necessary adjustments in recruiting/retention efforts to meet their attendance requirements by the end of the grant year. Additionally, the Project Director will collect qualitative information at each site during formal site visits using the *Youth Program Quality Assessment tool* to measure program quality. CASE will use findings from the assessments to determine areas of programming improvement. Each Center will receive individual evaluation reports that summarize overall findings at their Center and will use the reports as a tool for continuous improvement. HCDE will make the grantee-level final evaluation report available to the general public online.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the Center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All activities will support and enhance—not supplant—existing school-day activities. While activities will supplement the school day by aligning to the campus' overall curriculum and giving students hands-on experiences with concepts taught during the school day, the activities are structured to be fun and engaging with clear differentiation from the school day. In coordination with existing Title I/Compensatory funds, the Centers will match grant funds to extend tutoring availability, provide additional teachers or serve additional students in need. The academic clubs (e.g., STEM, makerspace, journalism, coding, etc.) are project-based activities that align to TEKS learning concepts and school curriculum. Program staff will promote tutoring/homework help administered by certified school day teachers as a resource to students and not as an extension of the school day. Based on the selected sites' most recent STAAR data, students tested below state standards in all core subjects except math. Students appear to struggle the most in STAAR writing (61% met standard) and social studies (59% met standard). The state standard in both subjects are 72% and 78%, respectively. To address this matter, the program will prioritize academic clubs related to writing and social studies. Whenever possible, Centers will incorporate existing afterschool activities that are supported through alternative resources into the Texas ACE program, with the exception of UIL-sponsored activities.

Site Coordinators will establish and train staff on protocols that meet *Texas ACE Blueprint* safety guidelines, as well as follow district policies to transition students from the school day to the OST program and dismissal. Students are allowed to walk, have someone transport them or ride the bus based on parental consent. Program staff or the parent/guardian are required to sign each student in and out. During program visits, the Project Director will conduct random checks to ensure afterschool staff are following dismissal procedures. The proposed campuses serve diverse urban, suburban and rural communities with different transportation needs. Three campuses (Clear Creek Int., North Shore 9th Grade Campus and Sterling MS) will use grant funds to provide bus transportation during the school year, and two campuses (South Houston Int. and Bammel MS) will use grants funds for summer transportation. Three campuses (Drew Academy, Marcella Int., and Albright MS) will use local funding to provide school year transportation. Null MS will use a combination of grant and other funding for school year and summer transportation.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning Center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon notice of award, CASE for Kids will announce the grant award through an official press release shared with local news outlets in each Center's community. The press release will include the Texas ACE brand, Center locations and contact information. CASE for Kids will also assist campuses in creating a marketing plan to notify parents, students and the community about the new Texas ACE program. Site Coordinators will promote the program to families via Back to School orientations, campus newsletters, and flyers in students' folders, the campus marquee, and school website at the start of the school year. Information about the program is delivered in English, Spanish, and other languages as needed.

Throughout the year, CASE for Kids will disseminate information about the Center to promote the Texas ACE brand to further promote the impact of afterschool programs throughout the community. Each Center is encouraged to have a prominently displayed bulletin board on campus that shares program updates and highlights, and will make annual presentations at a district board meeting. CASE for Kids will support the Centers by making program information available to the public through its website, www.afterschoolzone.org and via social media.

CASE for Kids will encourage the community to visit programs and identify possible opportunities to participate as instructors and/or volunteers. CASE will also encourage Centers to use the annual Lights On! Afterschool event to promote the program. Each Center will distribute information through required campus Community Support Groups that are comprised of campus administrators, site coordinators, community organizations, parents and Youth Ambassadors. The group will assist Site Coordinators in designing marketing plans, seeking donations or sponsors, and advocating on behalf of the program to local residents, business owners, Board members and local city officials. Buy-in from the Youth Ambassadors is a key strategy to help in the positive peer promotion of the program to support program enrollment and attendance.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Key features of high performing afterschool programs for older youth are: diverse enrichment activities, opportunity for skill building and mastery, linkage to intentional relationship building, and professional development of staff (Wallace Foundation, 2010). The proposed project-based academic clubs will give students increased opportunities to reinforce learning concepts and skill acquisition that directly relate to concepts taught during the school day. The integration of social and emotional learning into diverse enrichment activities is important as studies have shown that participation in interest areas increases engagement with both afterschool and school day. Promoting college and career exploration, related to Texas House Bill 5 career endorsement tracks, through the project-based Kids Days' series will help equip students with necessary knowledge to connect their current learning to graduation and beyond. The Kids' Day Series will engage youth through hands-on lessons that connect school-day learning to real world projects. Corporate and business partners will mentor youth by sharing their own professional experiences. Integrating youth leadership that relates directly to students' interest is expected to give students choice and voice in, and ownership of, the program. With this in mind, CASE for Kids intentionally designed Youth Ambassador program to fill gaps in students' learning and available resources, offer students' own voice within the program setting and provide activities that are distinguishable from what happens during the school day. Parents are most likely to take an active role in their child's learning if they feel comfortable connecting to the school and are given the necessary tools and resources to support their children. The Parents Promote Learning program is designed to give parents the resources to connect to their children's learning. Additionally, ensuring that the activities are intentionally linked to the school day curriculum will also help foster a collaborative relationship between the school day and afterschool program. CASE for Kids will provide a training series to Center staff and vendors highlighting how to integrate social and emotional strategies into enrichment activities. As noted in the latest Texas ACE state evaluation, programs for older youth that were intentionally designed, made good use of time, and used highly engaged teachers saw the most impact on campus and student success. The CASE for Kids program design has purposely incorporated these best practices to yield the greatest result for students.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

On a grantee-level, CASE for Kids will leverage its quality improvement funds through the Child Care Development Block Grant to provide Centers with access to professional development opportunities, resources, and content-expert academic and enrichment providers. Through its annual training series, Center staff will have the opportunity to receive in-person trainings on relevant topics (e.g., classroom management, STEM & literacy integration, SEL, effective management, etc.). Center staff will also have access to over 36 online afterschool training certificates, through CASE for Kids' partnership with Cypherworx. CASE for Kids' Lending Library, which contains hundreds of items including resource guides, comprehensive curriculum, activity books and kits, sports and fitness equipment, and technology, is available to each Center. Districts will also have access to CASE for Kids' approved vendor list with over 60+ afterschool direct service providers. To ensure that Centers receive extensive support, CASE for Kids allocates five program staff to support Centers. Personnel costs for staff are covered by a combination of requested grant funds, state and local funding. The Project Director and Family Engagement Specialist are 100% dedicated to the project, per grant guidelines.

To maximize program capacity at the Center level, CASE for Kids requested that each Center provide a minimum of 5% leveraging funds to support their respective Texas ACE program. Each campus successfully identified and committed federal, state, and local programs that could potentially be combined or coordinated with the proposed program to make the most effective use of public resources. Nine Centers will use the federal food program to provide a healthy snack for students, while Southwest Middle School will collaborate with the Houston Food Bank. Seven Centers will use Title I and/or Compensatory Funds to support tutoring and bus transportation for programs. Null MS will use Student Success Initiative (SSI) funds to provide accelerated instruction in the program for students who did not meet state assessments. Moreover, the school districts and campuses plan to make effective use of public resources by making available safe classrooms, technology labs, cafeterias, resource centers, libraries, gymnasiums and playgrounds. In total, Centers will provide an estimated total value of \$254,158 from federal and local programs to leverage Texas ACE funds.

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Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As detailed below, CASE for Kids designed the proposed activities based on evidence-based research that can be measured through an objective set of outcomes.

Activity Component	Measure of effectiveness/Supporting research
Increased academic support	Measure: Student grades, attendance, STAAR/EOC scores, graduation & promotion rates. Supporting Research: Students are more likely to achieve academic success when they have increased opportunity to practice concepts through project-based learning outside of classroom setting (Wang, Martin, and Stiefvarter, 2008).
SEL integration in enrichment activities	Measure: Holistic Student Assessment (HSA) survey measures students' specific behaviors, beliefs on engagement, assertiveness, belonging, self-efficacy and reflection; program student retention rate; school-day behavioral referrals; school-day teacher reported survey on changes in students' attitude and engagement in the school day. Supporting Research: Programs that integrate SEL are associated with significant improvements in self-perception, school bonding, positive social behaviors; significant reductions in conduct problems and increases in academic achievement (Durlak & Weissberg, 2011).
Career exploration through Kids Day model	Measure: Career Maturity Inventory survey that measures students' attitudes and competence in planning and preparing for careers related to Texas HB5, occupational goals and personal interests; student graduation & promotion rates. Supporting Research: Students participating in career exploration through project-based activities that promote skill acquisition/mastery, reinforce learning concepts and connect to the real world are less likely to dropout. (Piha & Sinski, 2013).
Youth Leadership	Measure: Holistic Student Assessment (HSA) tool that measures students' specific behaviors, beliefs on engagement, assertiveness, belonging, self-efficacy and reflection. Supporting Research: Through provision of holistic attention, and increasing access to civic engagement and leadership opportunities; marginalized students' chances of success are increased pre- and post-graduation (Finlay, Flanagan, & Black, 2007).
Parents Promoting Learning	Measure: Parent engagement survey that measures parents' attitude and engagement with the school and their children's learning; percentage of parents of ACE students who attend parent activities. Supporting Research: Providing parents with the skills necessary to assist their children with assignments, generally providing support and guidance, and attending events increases student success (Henderson, et al., 2011).
Overall program quality	Measure: Youth Program Quality Assessment tool that measures overall quality of youth programs and identifies staff training needs. Supporting Research: Validated instruments, with levels of evaluation, used to measure program quality create accountability within stakeholders as well as ensure that students receive access to great program (Smith et al., 2012).

At the beginning of the grant year, the independent Evaluator will meet with the Compliance Program Manager to develop a data collection plan that ensures relevant and timely data collection. To collect quantitative student performance data, the Evaluator will use HCDE's established relationships with the accountability departments of the school districts/charters to obtain student school-day data in accordance with FERPA guidelines. The Evaluator will work with Centers to disseminate and collect student, teacher and parent surveys. Based on the data collection plan, the Compliance Program Manager will provide a data collection timeline to all Centers at the beginning of the project period.

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Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

□ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Through the CASE for Kids division, Harris County Department of Education (HCDE) will serve as the fiscal agent in collaboration with nine local education agencies (Aldine, Alief, Clear Creek, Galena Park, Humble, Pasadena, Sheldon, Spring ISDs and Southwest Schools Charter) to administer the Texas ACE Cycle 9 Centers included in this application. HCDE will formalize partnerships with each entity through an interlocal contract agreement. Based on previous TEA guidance, as a local governmental agency, HCDE does not meet the criteria of organizations that can enter into a Shared Services Arrangement.

HCDE/CASE: HCDE/CASE for Kids will employ the Project Director and Family Engagement Specialist. To provide additional grant services, a Compliance Program Manager, Data Specialist, and Curriculum Specialist will provide partial support to this project. CASE for Kids is responsible for providing overall grant management, technical assistance to the Centers, professional development, curriculum resources, community partnerships and budget oversight, including expenditure reimbursements. CASE for Kids will also provide resources and training for each Center to implement career exploration opportunities and youth leadership development. CASE for Kids will coordinate trainings at each Center to ensure all staff and vendors are trained in unified SEL implementation strategies. Additionally, CASE for Kids will allocate \$5,000 per campus of Center-level funds at the grantee level to pay for final evaluation and grantee-wide student activities, such as college and industry tours, student conferences, youth leadership curriculum, etc.

Community Providers: CASE for Kids will work with the community at-large to provide a diverse array of opportunities to students and families at each Center. By cultivating relationships with area corporations, nonprofit organizations and service providers, CASE for Kids will develop innovative projects that are fun, engaging and educational in nature. CASE will provide training for the proposed implementation model and follow all district policies for volunteer and vendor placement. The Family Engagement Specialist will cultivate strong relationships with local and regional organizations and work with each Center to create partnerships to provide families of students served in the program with access to new resources and services. Examples include translation services, migrant and refugee support, financial management classes or computer literacy courses.

Collaborating LEAs: Through an interlocal agreement, CASE will allocate funds to each partnering district to implement the proposed Texas ACE program and address identified needs of the students and their families under the TEA four-component activity guidelines. Each LEA will employ a full-time campus-based Site Coordinator and secure additional program staff as needed. Each Center will collaborate with nonprofits, as well as for-profit and faith-based vendors to provide enrichment services such as fine arts, sports, service learning and academic enrichment. Centers will work with their districts to procure supplies and materials for program activities, including technology, and allocate other operating costs for travel and training for program staff. The district will provide full access to student demographics and school-day data for reporting purposes including but not limited to student grades in core content areas; student attendance in afterschool programs; school day attendance; behavior reports; pre- and post-test assessments for tutorials twice a year; and other data required by TEA.

Formal agreements will also require district/public charter schools to give each Center access to their school building beyond regular school hours, and provide administrative oversight and support from campus leaders on a day-to-day basis. Districts will ensure the campus is in compliance with local policies. In addition, district/campus administrators are required to serve on the grant-required Texas ACE Taskforce Committee. Each district has also agreed to provide a minimum of 5% of leveraging funds, including in-kind, to further support the Texas ACE Cycle 9 program. All tutoring funded through federal funds, such as Title I and Compensatory Funds, is coordinated through the Texas ACE program. Each Center will use the Federal Nutrition Program to provide snacks to students participating the afterschool program and coordinate bus transportation to include Texas ACE students.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning Center. Describe how the program proposed to be carried out in the Center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the initial campus selection process, CASE for Kids worked with district and campus leadership to identify available resources and existing gaps for OST opportunities in supporting academic intervention, behavioral intervention, career exploration, youth leadership, and family and community engagement. Below are the available resources per Center and how resources will address the identified needs.

Identified Need	Available Resources	Center(s)	How resources will be used in program
Improve Academic Performance	Title I/Compensatory Education Funds	C1, C2, C3, C5, C6, C7	Offer tutorials for students performing below standard
	ELL classes	C1, C4, C7, C8	Additional instruction for struggling students
	Lesson plan database	C3	Connection for school-day and afterschool staff
	Laptops/IPads	C8, C9	On-line study aids and homework resources
Improve Behavioral Outcomes	Social clubs	C1, C10	Provide students an environment to connect
	Team building	C4	Connect staff and students outside of the classroom
Increase College and Career Exploration	College tours	All Centers	Coordination to include ACE students
	T-STEM Blueprint	C8	Use campus focus to determine career paths to explore
Facilitate Youth Leadership	Mentor Program	C6	Adult mentors for students
	Service Learning	C10	Current program with limited opportunities
Promotion of Family Involvement in Student Learning	Adult education	C1, C6, C8, C10	Existing parent classes to incorporate into the program
	Dedicated space	C4, C8	Provide a location for parent events/classes
	Campus parent engagement plan	C6, C7, C10	Integration of grant program into campus overall plan

Overall, each Center will incorporate existing tutoring and academic interventions, delivered by certified teachers, into the proposed afterschool program. Enrichment activities currently coordinated by the Centers that need supplemental funding in order to increase participation will expand. For campuses that currently have little to no enrichment opportunities, the proposed program will enable campuses to start activities based on CASE for Kids Cycle 9 proposed model. CASE for Kids Lending Library and approved direct service afterschool providers list will serve as free resources to all Centers. The annual needs assessment process and identified resources in the above chart will allow the Program Director, Site Coordinators, program staff and the Community Support Groups to create a project logic model to connect needs, research, resources and proposed model activities. According to the Texas ACE Cycle 9 Blueprint, logic models help map priority needs and create linkages from available assets to program outcomes. The CASE for Kids logic model will be utilized as a tool to ensure Cycle 9 proposed 21st CCLC funding will be used to support activities that build on existing funding. This strategy is part of the foundation CASE for Kids believes is needed to create sustainable Centers. The logic model will also serve to unify language used in reports and promotion efforts. Shared terminology between is a critical element to ensure Texas ACE milestones are achieved. The Youth Council will also help develop the logic model.

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Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Afterschool programs for older youth have proven to improve student success when they have highly qualified staff and offer high quality programming (Wallace Foundation, 2010).

Investment in Staff: CASE for Kids will prioritize staff training, social emotional learning integration, and program assessments to ensure high quality program implementation under the four-component activity requirements per the Texas ACE Blueprint. In addition to project meetings, site coordinators will take part of the Texas ACE Leadership Academy, which focuses on developing the site coordinators' leadership, management, and coordination skills. The Texas ACE Leadership Academy was first implemented with CASE for Kids Cycle 8 and has been instrumental in site coordinators having necessary skills and tools needed to build relationships and support staff in implement quality programming. Program frontline staff will also receive direct training to ensure quality instruction. To integrate social emotional learning strategies, the Curriculum Specialist will utilize the 2015 Collaborative for Academic, Social and Emotional Learning Guide: Effective Social and Emotional Learning Programs—Middle and High School Edition, to develop training for all program providers under the goal to provide unified strategies for integration into programming.

Program Quality Improvement System: To assess program quality, CASE for Kids Centers will incorporate David P. Weikart *Youth Program Quality Intervention (YPQI)* model. Elements of YPQI include: 1) quality assessment systems based on the High/Scope *Youth Program Quality Assessment*; 2) *Youth Work Methods* training modules; and 3) a set of policies that bring youth and staff into shared quality-related decision-making processes. The YPQI elements are designed to ensure students feel safe and supported to learn and thrive (Weikart, 2015). In Year 1, YPQI targets quality improvement through site self-observation using YPQI assessment tool; Year 2 targets trainings to address areas of improvement through Youth Methods modules; and Year 3 emphasize strategies for sustainability. The proposed CASE for Kids Cycle 9 Project Director is trained as an external YPQI assessor and certified trainer of all 10 Youth Methods modules, which includes trainings on active learning, reframing conflict, setting structure and clear limits, and integrating youth voice in governance. All strategies have previously shown to have positive impact on program delivery.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning Center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As an intermediary, CASE for Kids will coordinate with organizations such as Volunteer Houston and the Center for Houston's Future to recruit volunteers for afterschool sites. The Center for Houston's Future has cohorts of professionals that seek out opportunities to engage with students, and will provide a pool of candidates to serve as mentors or host job shadowing experiences for students. Centers will encourage parents to volunteer for parent events/activities and participate in the Community Support Groups to promote the afterschool program and its accomplishments. Program staff will encourage older student volunteers, who are not participants of the program, to act as teacher aides, tutors and student advocates. CASE for Kids has no current plans to specifically recruit senior volunteers. **Volunteer Orientation:** As a safety precaution, all volunteers are required to undergo a district background check before working directly with the students. Volunteers receive a volunteer orientation that reviews procedures for attendance, checking students in/out, communication and overall learning objectives of the Texas ACE program. Volunteers will defer to staff for addressing accidents/incidents/discipline in relation to district and Texas ACE procedures. Volunteers commit to confidentiality of any and all information gained through conversations with students. No personal information is released to outside entities without the expressed written consent of a parent and/or guardian. **Kids' Day Volunteers:** Through the Kids' Day Series, CASE for Kids will recruit volunteers from corporations and local businesses that relate to Texas House Bill 5 career endorsement tracks. Kids' Day curricula is designed to engage business professionals in mentor roles and guides them in sharing their career trajectories with participating students. Past examples include representatives from Hewlett Packard sponsoring and volunteering at a CASE robotics competition, and bankers from Frost Bank volunteering at Kids' Day Entrepreneurship that focuses on creating and managing a small business.

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning Center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

To help Centers achieve sustainability beyond the initial grant award, CASE for Kids will rely on its Sustainability Project initiative model, which integrates The Finance Project tools and resources to aid campuses in creating and implementing realistic sustainability plans. The model is specifically intended to be implemented by Site Coordinators and acknowledge the unique structure of working within an education system. Cycle 9 Project Director will guide Site Coordinators in accessing information, tools and skills necessary to create and implement the plans using their Community Support Groups (CSG). **Building Quality to Ensure Sustainability:** Through the CASE for Kids Sustainability Project initiative, the first step of sustainability is creating a high quality program that results in program outcomes. During year 1, campuses will focus on building a high-quality program that provides measurable outcomes for students and families. CSGs will receive training on how to use qualitative and quantitative data to share stories with key stakeholders (e.g., district administration, board members, and community at-large). Centers will use purposeful promotion strategies (program open house, district Board presentations, community networking) to generate interest and support for the programs. At the end of year 1, each Center will conduct a required self-assessment to benchmark their progress and identify program strengths and areas of weaknesses. In year two, using the logic model process, Centers will begin prioritizing project activities and strategies that will lead to long term achievable outcomes to address campus needs. They will also establish of partnerships, identify funding opportunities and create strategic plans to fortify these relationships, thus creating sustainability on another level. CSGs will create a financial plan that includes estimating the fiscal resources needed to sustain the program, mapping current fiscal resources, and identifying funding gaps and possible funding sources. With the self-assessment tool, logic model, and financial plan in place, CSG's will identify opportunities to build program capacity and confidently mobilize support for afterschool programs. In year three, Centers will actively pursue these opportunities, relying more on campus, district and community support to reach their goals, rather than CASE grant funding.

Strategies at Multiple Levels: CASE for Kids will continue its history of convening community partners to ensure sustainability and maximization of available resources in Harris County on the all systems level. At the micro level, the Curriculum Specialist will assist in developing innovative lessons and will archive the lessons for future use after the grant has ended. CASE will also purchase reusable resources in subsequent years. At the mezzo level, financial sustainability efforts will occur as Community Support Groups (CSG) create strategic plans to sustain Centers post-grant funding. The CSGs, which consist of campus administrators, parents, community leaders and students, will lead sustainability effort and seek funding sources from businesses, community organizations and individual donors. Building strong relationships and forming legitimate agreements is a key component of maintaining established programming. School districts also provide vital resources such as Title I funding and established district funding streams. Campuses can further advance their programs with fundraising events and movement toward fee-based programs at some sites. At the macro level, HCDE's Board of Trustees will sustain the program by assisting CASE for Kids in coordinating resources from public and private agencies on a local, state and national level, during and after the 3-year grant period. Additionally, the Board of Trustees from partner local education agencies will sustain the program by assisting in the coordination of resources from public and private agencies on a local, state and national level, during and after the three-year grant period. The Board will support program activities through individual and collective networks to help bring in the necessary resources to maintain quality programs. See attached letters from elected board members. CASE staff will continue to serve on community initiatives such as BridgeUp at Menninger Clinic, Greater Houston Partnership and My Brothers Keepers to meet the needs of Harris County youth, and continue to work with Houston Endowment to build relationships in the local foundation community. CASE will also submit grant applications to support center activities.

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Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CASE for Kids believes that community involvement is integral to the continued success and growth of the out-of-school time (OST) field. Therefore, the planning and design of the proposed Texas ACE programs will include input from campus leadership and community partners as the first step to collaboration. Center-based Community Support Groups, the Texas ACE Taskforce Committee, and the Youth Council are all vehicles for reviewing performance, ensuring quality service delivery and program sustainability. All content will be integrated into a master CASE for Kids sustainability plan managed by the Afterschool Community Leaders Board.

Center-based Community Support Groups: Each Site Coordinator will facilitate a Community Support Group (CSG) comprised of school administrators, afterschool staff, vendors and community partners. The CSG will help ensure that each Center continues to purposefully seek feedback and involvement from community stakeholders. The CSG will meet to ensure transparency and equity in programming, ensure services are in alignment with need, and assist in marketing and sustainability efforts. Each Center's CSG will help promote the program, identify local resources and recruit new program supporters. CSG's will meet on a quarterly basis. Project Director and AmeriCorps OST Sustainability VISTA will assist with agendas and facilitation of meetings. **Texas ACE Taskforce:** On a grantee-level, CASE for Kids will facilitate the ACE Taskforce Committee, comprised of district representatives, site coordinators, community agencies, and key CASE for Kids program staff. The taskforce meets quarterly to discuss program implementation, challenges/successes and trends across the grant. The taskforce is also responsible for integration of Center plans and developing grantee-level sustainability plan that align to district priorities and resources. CASE for Kids will present any new initiatives to the ACE Taskforce to garner buy-in and feedback before rolling out new plans to the Centers. The Taskforce also provides feedback on the grantee logic model and final grantee evaluation reports. **Youth Council:** Each Center will elect youth council members from participants in the Youth Ambassadors program. Youth Council members will form a grantee-level advisory group that will convene quarterly. The Youth Council will review and prepare input on CASE for Kids promotional material, grantee-level logic model, and Center schedules. The Taskforce and CSG's will integrate feedback and guidance from the Youth Council into their planning documents. Youth Council members will document their participation and work with a mentor to create a presentation that represents their critical contributions. To share their knowledge base and practice their leadership skills, the Youth Council will present a workshop on how to integrate youth voice into afterschool programming at a youth development conference. **Community Leaders Board:** In addition to field advancement initiatives, CASE for Kids will continue to facilitate its Afterschool Community Leaders Board (ACLB) comprised of local area foundation representatives, business and corporate volunteers, and community stakeholders that represent leadership in law-enforcement, non-profit organizations, and faith-based organizations. The ACLB serves as the advisory group that: 1) manages the CASE for Kids master strategic plan; 2) informs sustainability strategies; and 3) facilitates community outreach efforts to secure community buy-in and support of identified afterschool programs and initiatives. The board will also conduct meetings at Texas ACE Centers, which will provide members with an avenue to speak with campus leadership, Youth Council members and program students. This interaction allows board members to observe first-hand the types of activities implemented at the sites and better equip them for the sustainability work for the Cycle 9 Centers. ACLB members bring together a knowledge base that includes both public and private strategies investing in the development and growth of the Greater Houston community. These leaders will align efforts from several community initiatives and collaborative ventures to ensure an integration of investments in afterschool programming as a success strategy. ACLB members and CASE for Kids staff are currently collaborating through the following efforts: the City of Houston's My Brother's Keepers, United Way Interagency Group and Afterschool Quality Initiative, The Greater Houston Partnership's Early Childhood Matters, The Center for Houston's Future's Strategic Planning, BridgeUp at Menninger – a preventative mental health afterschool programs approach.

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TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With over 17 years of proven success implementing 21st CCLC funding including Cycles 1-8 Texas ACE programs, CASE for Kids has developed and refined a systematic approach to managing Texas ACE programs. CASE for Kids has a history of creating a culture of compliance where stakeholders are knowledgeable about all aspects of the grant, have clear expectations of their roles in implementing the grant, and incorporate compliance measures into their daily program operations. To ensure proper management of funds, CASE utilizes the Texas ACE Cycle 9 Blueprint as its foundation to ensure all four required components are met throughout the lifetime of the grant. Program, data, fiscal and quality assurance requirements are shared with all stakeholders which include district and campus administration, campus support, program staff, afterschool providers, volunteers, partners, students and parents.

Program Requirements: Prior to implementing programming, site coordinators will attend an extensive orientation over the course of two weeks to educate them on how to manage the program including: creating activity schedules, using the TX21st database, creating logic models and project plans, developing their staff and creating lesson plans, etc. CASE will provide each site coordinator with a CASE for Kids Manual, which includes all written compliance procedures and processes (also available electronically) and various organization tools to support data collection, including hard-copies of all attendance records by class; documentation of compliance with program planning and communication requirements; budget management; and personnel.

To ensure that the students receive quality instruction from highly trained program staff, CASE for Kids will require 50 hours of follow-up professional development for each Center per grant year through local/state/national conferences, Cypherworx online training database, relevant district/campus in-service trainings, and the CASE for Kids training series which includes trainings on classroom management, content area programming, SEL, etc. Site coordinators are expected to conduct monthly Center staff meetings to share program updates, discuss Center challenges and conduct staff trainings. The logic model will ensure resources, activities and training is aligned with student needs.

Data Requirements: The Project Director will closely monitor the activities' set-up and schedule in TX21st to ensure that submitted schedules mirror actual programming observed during Center visits. The Data Specialist will provide a thorough TX21st training for all site coordinators and will monitor TX21st to ensure timely and accurate data are entered into the system, and will conduct data analysis to identify any discrepancies. The Family Engagement Specialist will work directly with Centers and specifically monitor their parental involvement activities as well as the number of adult participants served. **Fiscal Requirements:** Training on fiscal planning, budget management, allowable/unallowable expenditures and the budget amendment process will be provided to site coordinators. CASE for Kids will host an orientation to each District's business office that includes all fiscal guidelines and paperwork. HCDE will provide CASE for Kids with an accountant to liaison with each district's business office and the CASE for Kids Project Director. Expenditure reports will be collected and reviewed monthly and compared to Center allowable activities before reimbursement approval. **Quality Assurance Requirements:** The Project Director will conduct two types of formal visits each semester. The compliance visit will ensure that Centers have appropriate documentation of complying with grant goals and program guidelines per the Texas ACE Blueprint. As a trained Youth Program Quality external assessor, the Project Director will also conduct another formal site visit, using a validated assessment tool to assess the overall quality of the program. Campus administrators are also required to conduct one formal walkthrough of the program using the CASE for Kids Principal Walkthrough form. All information assessed during site visits from the various stakeholders will serve as a low-stakes evaluation of the program to encourage continuous improvement and feedback. Communication is central to CASE's collaborative implementation strategy. Through the coordinated efforts of key CASE for Kids personnel, campuses and districts will receive up-to-date information on each Center's progress in implementing the grant and providing high quality afterschool programming. The Cycle 9 Project Director will maintain regular communication through weekly updates, monthly project team meetings, webinars, and regularly scheduled Center visits. Monthly project team meetings will serve as an opportunity for the Project Director to share TEA updates, address any concerns and allow for networking of effective administrative strategies for program implementation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each Center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1**Center Name:** Drew Academy**9 digit campus ID#**

101902042

Distance to Fiscal Agent (Miles)

7.4

Grade Levels to be served (PK-12)

7-8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

82

Number of Adults (parent/ legal guardians only) to be served:

40

Chart 3: Feeder School Information. Only complete this chart if the Center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main Center. Note: A Center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each Center in this grant application.

Center Number: 2**Center Name:** Marcella Intermediate School**9 digit campus ID#**

101902070

Distance to Fiscal Agent (Miles)

10

Grade Levels to be served (PK-12)

5-6

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

82

Number of Adults (parent/ legal guardians only) to be served:

40

Chart 3: Feeder School Information. Only complete this chart if the Center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main Center. Note: A Center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-000		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each Center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name: Albright Middle School		
9 digit campus ID#	101903045	Distance to Fiscal Agent (Miles)	23
Grade Levels to be served (PK-12)	7- 8		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		82	
Number of Adults (parent/ legal guardians only) to be served:		40	
Chart 3: Feeder School Information. Only complete this chart if the Center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main Center. Note: A Center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each Center in this grant application.			
Center Number: 4	Center Name: Clear Creek Intermediate		
9 digit campus ID#	084910051	Distance to Fiscal Agent (Miles)	32
Grade Levels to be served (PK-12)	6 - 8		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:		82	
Number of Adults (parent/ legal guardians only) to be served:		40	
Chart 3: Feeder School Information. Only complete this chart if the Center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main Center. Note: A Center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each Center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5 Center Name: North Shore 9th Grade Campus

9 digit campus ID#	101910003	Distance to Fiscal Agent (Miles)	18
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Grade Levels to be served (PK-12)	9
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	82

Number of Adults (parent/ legal guardians only) to be served:	40
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Chart 3: Feeder School Information. Only complete this chart if the Center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main Center. Note: A Center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each Center in this grant application.

Center Number: 6 Center Name: Ross Sterling Middle School

9 digit campus ID#	101913047	Distance to Fiscal Agent (Miles)	28
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Grade Levels to be served (PK-12)	6 - 8
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	82

Number of Adults (parent/ legal guardians only) to be served:	40
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Chart 3: Feeder School Information. Only complete this chart if the Center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main Center. Note: A Center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each Center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7

Center Name: South Houston Intermediate

9 digit campus ID#

101917046

Distance to Fiscal Agent (Miles)

17

Grade Levels to be served (PK-12)

7 - 8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

82

Number of Adults (parent/ legal guardians only) to be served:

40

Chart 3: Feeder School Information. Only complete this chart if the Center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main Center. Note: A Center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each Center in this grant application.

Center Number: 8

Center Name: Michael R. Null Middle School

9 digit campus ID#

101924043

Distance to Fiscal Agent (Miles)

14

Grade Levels to be served (PK-12)

6 - 8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

82

Number of Adults (parent/ legal guardians only) to be served:

40

Chart 3: Feeder School Information. Only complete this chart if the Center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main Center. Note: A Center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each Center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9 Center Name: Southwest Middle School

9 digit campus ID#

101838041

Distance to Fiscal Agent (Miles)

10

Grade Levels to be served (PK-12)

6 - 9

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

82

Number of Adults (parent/ legal guardians only) to be served:

40

Chart 3: Feeder School Information. Only complete this chart if the Center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main Center. Note: A Center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Southwest High School			
9 digit Campus ID #	101838001			
District Name (if different)	Southwest Schools			
Distance to Center	0.0			

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each Center in this grant application.

Center Number: 10 Center Name: Bammel Middle School

9 digit campus ID#

101919046

Distance to Fiscal Agent (Miles)

48

Grade Levels to be served (PK-12)

6 - 8

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total

Number of Regular Students (attending 45 days or more per year) to be served:

82

Number of Adults (parent/ legal guardians only) to be served:

40

Chart 3: Feeder School Information. Only complete this chart if the Center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main Center. Note: A Center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research shows students who have strong social, emotional and academic connections to the school tend to remain in school longer (Afterschool Alliance, 2015). CASE for Kids will assist the Site Coordinator with creating a safe and inclusive learning environment where students can thrive and be successful while creating meaningful relationships and connecting with adult advocates and fellow peers.

Program Coordination: To ensure activities align with the school day, a campus administrator will act as the school day liaison to the afterschool program. The administrator will communicate regularly with site coordinator regarding school initiatives, academic alignment, and work together to identify project-based activities that will support the academic content. The site coordinator will participate in campus faculty meetings and professional development opportunities to stay abreast of school day academic strategies and build rapport with school faculty. As previously mentioned, all tutoring funded through Title I and Compensatory Education program will be coordinated through the afterschool program.

Identification and Recruitment of Students: Proposed Centers will serve 5th through 10th grade students. Recruitment strategies will be prioritized based on students identified as in most in need of academic intervention, improved behavior, career exploration, youth leadership, and family and community engagement. Although enrollment will be open to the campus, a staggered student recruitment plan will be developed by the Site Coordinator, campus Principal, other campus staff, and with the assistance of CASE for Kids Project Director and Family Engagement Specialist. Enrollment forms will be distributed, with an invitation to the targeted students' family prior to the general campus informational meetings.

Targeted students will include those who:

- Are considered at-risk and economically disadvantaged
- Failed one or more classes at the end of the preceding school year
- Did not perform at the recommended level on the STAAR test (if applicable)
- Were retained in previous grade levels
- Recommended by teachers and/or counselors with documented behavioral referrals.

The Site Coordinator will collaborate with campus staff to incorporate other schoolwide programs in the recruitment and retention of students. Each Site Coordinator is responsible for attending and documenting the campus meetings to ensure initiatives at each campus are supported in the afterschool program and the existing campus initiatives assist with student selection & retention.

Student Retention: Developmentally, middle schoolers typically demonstrate a strong need for peer interaction and personal identity while high schoolers are most likely to engage when activities are related to personal interests and directly link to their path after graduation (The Wallace Foundation, 2010). Student interest and satisfaction surveys will be used to choose providers and activities for integration into each Centers' schedule as older youth tend to participate based on individual activities rather than the overall program. This will also ensure students are given a voice to express satisfaction with the program as well as be a direct impact on their level of engagement, and sense of ownership. To expand youth voice as part of student retention, the Youth Ambassador curricula includes an assessment of what participants believe is essential to an after-school program, with emphasis on leadership skills through coordination of youth-led service projects and the creation of innovative recruitment strategies for their peers.

Engaged Staff: Before students will fully engage their minds, they need to believe that their teacher has an understanding of who they are (Ridnour, Association for Supervision and Curriculum Development, 2012). As such, CASE for Kids staff training in the social emotional learning constructs is an important element to ensure all providers can best relate to identified student needs and have strategies for communicating support that guides youth in their learning. CASE for Kids will also use data to drive student retention. To ensure student meet attendance goals, CASE for Kids will share participant reports with each campus on a monthly basis. This report will invoke conversations the effectiveness of the Center's retention and recruitment strategies. In addition, families will be updated on their individual child's progress as well as the progress of the students enrolled in the program as a whole.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each Center. Include total number of weeks and hours per week per Center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Site coordinators are required to work a minimum of 40 hours and be available during programming hours. They will work in conjunction with CASE for Kids to ensure coordinated activities align with the regular school day and academic calendars (e.g., holidays, spring break, statewide testing and summer break). All programs will operate 15 hours per week and provide a minimum of 12 hours of programming per week for at least 35 weeks. The additional operational hours will be used for staff meeting, planning time, and follow up communication with students, families, and school faculty to ensure that full coordination of students needs are being met. Site coordinators will work an adjusted schedule to ensure that they are available during both school hours as well as program hours to effectively communicate and coordinate with school day staff, community agencies, and program staff, students and families. Programming will begin every day with snack time and then transition into homework help and tutoring. Students will then transition to academic clubs. The last hour of programming will be dedicated to enrichment to encourage students to stay for the full program. A study time activity will be offered each day for students who need additional homework help beyond scheduled time. Summer programming will be offered for 4 hours per week for 4 days for a total of 6 weeks. It will be coordinated to supplement summer school, if held on same campus to ensure program does not supplant summer school classes.

CASE acknowledges that the families of students served by the Texas ACE program rely on the reliable availability of quality out-of-school time care, therefore, it is critical to operate the program on a consistent schedule. Center schedules were developed based on campus availability, family needs, and campus culture. Based on school resources and needs of students and families, Centers 1, 4, 5, 6, 8 and 9 will operate before/after programs Monday through Thursday. The Centers will not offer programming on Fridays based on campus knowledge of the likelihood of students participating in programming on Fridays. Morning programming will focus on providing individual tutoring and additional homework assistance. Centers 2, 3, 7, and 10 will operate Monday – Friday. Centers 2, 4 and 5 will offer a transitional two-week summer program in August 2017 for incoming students.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each Center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Site Coordinators are required to create a program operational manual that aligns with Texas ACE Blueprint, CASE manual and district policies. Topics in the operational manual include, but are not limited to, procedures on student safety, communication plan, unexpected closures, emergency situations and program sign-in procedures. Each Site Coordinator is required to create formal procedures to document the sign in/out process at the Center or adjunct site(s) to ensure the safety of all students and staff during programming. Any new staff is trained on program policies and procedures prior to working in program. Key procedures are shared in the parent handbook as well as posted throughout the Center. Each Center must develop a campus emergency safety plan, including evacuation procedures, fire drills, and emergency preparedness procedures. All Centers will require parents to complete a student registration form that provides consent on how each student will travel home from the program daily. Attendance is taken every time students transition to a new activity throughout the program. In instances where an adult transports a student from the program, site coordinators will verify adult identity and permission to transport the student. Center staff will not allow any persons not designated on the student's registration form to remove the student from the campus.

Centers are required to complete a CASE for Kids Safety checklist per semester for the Center and for adjunct sites, if applicable. Centers will retain safety and emergency documentation on site in the Centers' compliance binder. Each Center must also have access to first aid kits, fire extinguishers, automated external defibrillators and other emergency tools. CASE will provide sample templates to create Center operation manual, emergency plan and parent handbook.

CASE for Kids will provide training to Site Coordinators on the implementation of safety protocols and emergency best practices in collaboration with HCDE's Safe and Secure Schools division. The Project Director will monitor safety practices during each term during formal site visits. The Site Coordinator will receive feedback on safety and emergency implementation efforts, and will plan for corrective action for any identified safety concerns.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Youth programs can provide powerful settings in which youth take advantage of opportunities to learn and engage with new content, and build skills (Weikart, 2012). **Activity Alignment:** To ensure activities align with the school day, a campus administrator will act as the school day liaison to the afterschool program. The administrator will communicate regularly with site coordinator regarding school initiatives, academic alignment, and work together to identify project-based activities that will support the academic content. The site coordinator will participate in campus faculty meetings and professional development opportunities to stay abreast of school day academic strategies and build rapport with school faculty. Site coordinators will also work with school day teachers to develop homework help system that allows program staff to get homework schedule from all teachers, track students homework completion, and share information regarding individual students. Site coordinator will use weekly planning time to work with program staff and school day teachers to discuss program implementation, activity schedule, individual student's progress, and make necessary adjustments to program. Site coordinator will have access to student data through campus PEIMS system to periodically track student's academic and behavioral progress throughout the year. The CASE for Kids grantee-level Curriculum Specialist will collaborate with each Center to develop a curriculum database of academic and grade level appropriate content that aligns with TEKS and school day objectives, reflects the project milestones and objectives, incorporates the Texas ACE critical success factors and actively addresses student needs. The Curriculum Specialist will also connect the site coordinators to the CASE for Kids Lending Library, a free resource with reusable curriculum and equipment that may be borrowed throughout the year.

Hands-on Lesson Planning for Skill Development: CASE for Kids will provide training, coaching and modeling on best practices for effective project-based learning. The key to successful implementation of these program features will be the ongoing investment in program staff and providers. Ongoing training, webinars, and learning community meetings will ensure successful implementation at each Center. Many staff will be traditional classroom teachers, college students or specialized professionals – some of who may not be familiar with structuring activities and facilitating students to encourage exploration and discovery through hands-on activities. The *Kids' Day* college and career readiness series will provide Centers' curricula that connects school-day learning through project-based lessons focused on soft skill development and real-life applications related to Texas House Bill 5 career endorsement tracks. Due to the high-turnover of staff in afterschool programs, a common challenge of the field, free online training will be accessible for the Centers through Cypherworx. An entire catalogue is available for afterschool staff for an introduction to classroom management, engaging youth, refresher CPR and First Aid courses and many other topics. This resource will enable for Centers to cost-effectively train new staff as needed.

The Program Director and Curriculum Specialist will also provide traditional staff development, monitor implementation for fidelity and model best practices for program staff. Based on observations and assessments, reflective conversations will take place with the site coordinators and/or their staff to make any programming, operational or administrative adjustments. Performance indicators will also be identified to measure the outcomes of each term including local assessment data (campus-developed and district benchmarks) as well as formal assessments.

Evidence-based Practice and Data Reviews: CASE for Kids will use the developed logic model for the proposed Cycle 9 Texas ACE Centers to crosswalk the developed activities to research, the Texas Partnership for Out-of-School Standards and the National Afterschool Association Standards for practice. This crosswalk will be shared with contractors in the development of all trainings. Routine data reviews will be employed as part of the project management plan and scheduled meeting agendas. To ensure activities stay in-line with student needs, Site Coordinators and program staff will also regularly conduct interviews and facilitate focus groups to assess the satisfaction and needs of the students and parents. Studies have shown that participation in interest areas increases engagement with both afterschool and school day. This review process will aid in addressing any changes that may have occurred from the previous needs assessment of the campus and keep participants actively engaged in the activities.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To develop comprehensive activity offerings based on identified student needs, each Center will initially conduct an annual needs assessment, which reviews objective data, including TEA Accountability Reports, PEIMS/TAPR Reports, Campus Improvement Plans, campus resources, stakeholders' feedback and CASE annual final evaluation. The needs assessment process is necessary to identify new resources, challenges or needs that have emerged. Based on the needs assessment results, each center will complete a project plan that aligns each proposed activity with an identified campus need and incorporates overall key programmatic elements.

Individual Needs: Individual student assessments will be conducted based on student grades, STAAR test scores, behavioral referrals and teacher and parent referrals. Based on target students' specific academic and behavioral identified gaps, academic clubs will be developed to create small group instruction in specific core subjects. Best practices resulting from CASE for Kids prior program designs have shown that providing targeted interventions to address students' individual academic needs in small group settings, and providing students with additional opportunities for extended hands-on applications have a direct impact on their academic success. To foster student choice and voice, CASE for Kids will provide Centers best practices and effective tools to assess student interests in order to create attractive, engaging activities. This approach will help maintain student interest and engagement in the program, as student achievement is most likely impacted when afterschool activities appeal to students' interests (An Evaluation of After School Matters, 2011). Each student will have a unique experience based on their learning needs and personal interests. All students will be required to participate in homework help and/or tutorials while academic clubs will be assigned based on individual academic needs. Students will then be given opportunity to select and rotate through various enrichment activities based on top preferences throughout the year. Students who are at risk of academic failure or dropping out will be case managed by afterschool staff. Program staff will act as adult advocates for these students and, along with school administration, will develop a plan to offer student additional support needed to stay on track.

Additional Supports: The Curriculum Specialist will be responsible for training staff on how to use the TEA Activity Unit Lesson Plan to develop TEKs aligned lesson plans. All centers will be given access to a shared drive of existing activity Texas ACE lessons plans that could be adapted and used by all centers. The Curriculum Specialist will also be a resource to Centers in developing curriculum for new activities and assisting program staff on how to adapt lesson plans for students who are below and above level. At each monthly meeting, the Curriculum Specialist will share free online resources that can support the development of academically-based afterschool activities. Each online resource will offer guidance to educators in different academic disciplines, as well as specific areas related to college and career readiness, the recent Texas House Bill 5 education tracks, and youth leadership. CASE for Kids will also provide all centers with access to its Lending Library, which has over 100 afterschool curriculum which can be loaned out to Centers by semester. For example, Centers will be able to check out advanced level robotics kits, photography equipment, and tablets for programmatic use. CASE for Kids also intends to integrate specific curriculum: Rising Up mentor program, MHA skill building, makerspace, coding, youth governance, to all centers.

Staff to Student Ratios: Each center has budgeted to provide staffing through the use of teachers, paraprofessionals, and vendors who will maintain, at a maximum, a 1:22 staff/student ratio. However, emphasis will be placed on the benefits of targeted small group or individual instruction for academic assistance activities, such as homework help and core content activities to specifically address students' academic strengths and weaknesses. The site coordinator will work with school-day teachers to plan and identify needs among Texas ACE students during regular meetings and various means of communication to ensure targeted academic enrichment activities are being implemented for the students. For example, students struggling with reading will take part in a literacy-focused project-based activity (i.e. yearbook, storytelling, reader's theatre, etc.) activity during the academic hour of their respective after-school program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CASE for Kids' Family Engagement Specialist (FES) will work specifically with the 10 community learning Centers to implement Parents Promote Learning. The program will be tailored to the identified needs of the adult family members of Texas ACE program students throughout the lifetime of the Cycle 9 grant. The Family Engagement Specialist (FES) will share in the responsibilities of ensuring that the Site Coordinator along with other community agencies/organizations commit to reaching out to engage families in meaningful ways. The goals are to actively support families in engaging in their children's learning and development, connect to the school community, and develop skills to aid in their workforce readiness.

The FES will assist the Site Coordinators in assessing campus needs related to parental involvement, identify existing campus parent initiatives, and provide training and technical assistance on how to engage parents in the afterschool program. The FES will also contract with community organizations to provide activities that meet the needs of the adult family members. The FES will also make certain that each Center develops a Parents Promote Learning board to share program updates, upcoming trainings, parenting tips and job opportunities. Additionally, the FES will work closely with the Project Director, Data Clerk and Site Coordinators to monitor sites' progress in serving the required adult participants and offering regular adult activities. On the grantee level, the FES will maintain a master calendar of all family engagement activities happening and attend at least 3-4 activities per month.

The CASE for Kids FES who currently supports the Cycle 8 campuses will share best practices, community resources, and implementation strategies with the Cycle 9 FES upon their arrival to ensure that CASE for Kids maximizes funds, leverages existing partnerships and enhances community support groups. Collaboration between the two positions will ensure that each FES is able to address the specific needs of their assigned campuses while streamlining the delivery of services and not duplicating efforts.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all Centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CASE for Kids identified current services offered at the 10 proposed Centers during the application process along with gaps in services not currently offered for families. The collected information assisted CASE for Kids in determining where current partners and resources could be used upon implementation of the Cycle 9 programs. In order to further recruit families to participate in the Texas ACE programs, the CASE for Kids Family Engagement Specialist (FES) will assist the Project Director and Site Coordinators in using the *Family Engagement Campus Needs Form*, adapted from www.mytexasace.org. This tool will help identify existing campus resources that can be expanded to serve more families, as well as any barriers to families participating in the program.

The FES will also design parent surveys specific to the individual Centers and work with Site Coordinators to distribute, collect and analyze survey results. Based on the feedback, the FES will assist in the design and development of intentional activities that meet the identified needs and availability of families along with a marketing plan and materials to promote events at the Centers. **Family Recruitment:** The FES will also provide technical assistance and training to site coordinators on best practices of parental involvement that leads to high levels of recruitment and engagement. Training topics will include marketing, customer service in an afterschool environment, designing parent resource boards, event planning, and cultural awareness and responsiveness. The FES will be readily available to provide online and published resources, recommended parent curricula, assistance with recruitment and family interviews, ideas for an open house for families, and assist with translation or announcements at campus events or meetings. **Coordination Across Centers:** To maximize resources across all Centers, the FES will build on established partnerships with key community agencies such as Children at Risk, Workforce Solutions, Communities in Schools, HCDE's Adult Education Division, My Brother's Keeper – Houston, the Houston Hispanic Forum, and Houston's United Way Interagency Group—a compilation of 85+ community agencies to provide activities that meet the needs of the adult families.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-000

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist will work together with Site Coordinators to ensure that each Center offers family engagement activities through the CASE for Kids *Parents Promote Learning* model, which links parent engagement to their child's learning experiences in the afterschool and school day. CASE for Kids understands that parent engagement significantly decreases from elementary to middle school and further declines as the child moves through high school. Programs for older youth that have successfully engaged parents employ a myriad of strategies that foster interaction with parents informally, engage parents specifically about their child's learning, share information about community resources, obtain parent input in the program offerings and link parent activities to specific student activities. CASE for Kids parent model will implement the following strategies to develop effective programs for each unique Center; information will be provided and events facilitated in a variety of languages or for the hearing impaired, as needed. All activities within the Parents Promote Learning model will incorporate existing campus parent/family activities. Whenever possible, the Center will leverage grant funds to further expand activities to serve ACE parents.

Establish a Welcoming Environment: By hosting parent orientations, monthly parent events and facilitating the participation of parents in leadership roles inside the Centers, Parents Promote Learning will create a welcoming environment. Centers will incorporate parent voice and choice by surveying parents and through informal communication. Ongoing communication will take place using a variety of methods such as, email, text (remind101.com) and/or social media. Research states that families are more likely to be engaged when they feel welcomed and see themselves as part of the school campus/afterschool program. Program staff will also follow up with parents when ACE students have been consistently absent during the school day or afterschool program.

Access to Resources: CASE for Kids will assess and support families that face barriers that prevent them from fully engaging in their child's education. Surveys and informal communication with parents and guardians will help program staff identify areas of need (i.e., transportation, employment opportunities, financial services, or housing assistance). To facilitate access to those resources, Centers will collaborate with community partners, such Communities in Schools, Family Services of Greater Houston, Workforce Solutions and other vendors. Resources referrals will be shared on an individual basis. Global opportunities will be shared via newsletter or via social media.

Ongoing Family Activities: Parents Promote Learning activities will be linked to student activities. Centers will schedule and facilitate parent activities connected to what students are learning in the afterschool program which is linked to the school day. When necessary, the Curriculum Specialist will assist in creating lesson plans that connect parent activities to student activities. Examples include linking student cooking class to family cooking night, robotics club to robotics and science family events and test preparation to family yoga classes where both parent and students can participate. Parent workshops will also focus on helping parents understand the grading and assessment system, preparing for a parent teacher conference, their role in the homework team, time management for older youth, internet safety and graduation planning.

College and Career: Information for students and families will be provided to educate the parents on how to support their child for and beyond graduation. Parent workshops will be facilitated in collaboration with school counselors, vendors, local colleges, universities and technical schools to inform families about educational opportunities. Some of the workshops available to parents will be focused on Texas House Bill 5, FAFSA Nights, college tours, Hispanic College Forum, and College 101 sessions for documented and undocumented students. **Leadership Opportunities:** Parents Promote Learning will integrate leadership opportunities for parents within program. Parents will be encouraged to participate in the Center Community Support Groups as well as other campus and community activities through committees and/or advisory boards. In addition, Texas ACE parents will be given opportunities to participate as volunteers within the program to promote career exploration, such as job shadowing, career day and speaker's bureaus.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 101-000

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service Center, technical assistance Center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-000

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community Centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify) Determine on as needed basis by Center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify) Determine on as needed basis by Center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify) Determine on as needed basis by Center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101-000

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family Center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify) Contract with qualified service providers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-000

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify) Provide www.AfterschoolZone.org	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community Centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 101-000

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within BoundaryEnter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **48****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☒ Certified letter☒ Documented phone calls☐ Meetings☒ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒**Total Nonprofit Participants**Total nonprofit schools participating: **0**Total nonprofit students participating:
0Total nonprofit teachers participating:
0No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 101-000

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**
☐ Public school

 ☐ Private nonprofit school

 ☐ Neutral site
☐ Other (specify):**Designated Times**
☐ Regular school day

 ☐ Before school day

 ☐ After school day

☐ Summer vacation

 ☐ Other (specify):
Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.

☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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